

Fourth Edition

Exceptional Lives

SPECIAL EDUCATION IN TODAY'S SCHOOLS



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Our Vision

Consider two different lives, those of the children of three of the authors. Jay Turnbull is 35; that means he was one of the very first students to benefit from the federal special education law (enacted in 1975, when he was 8 years old). In those days, special education was in its infancy; the education he received was good enough—nothing great except occasionally and then largely because of a few exceptionally gifted teachers.

Nolan Smith is two. That means he is one of the many students who is now benefitting from a well-developed special education system that came into his life at the very beginning—not, as in Jay’s case, when he was entering his ninth year of life. Unlike Jay, Nolan will benefit from new teaching techniques (universally designed learning), new models (inclusion and access to the general curriculum), new procedures (collaboration), and new understandings (about them and their peers from multicultural backgrounds). That is exactly how it should be: The new ways should replace the old if they provide more benefits. So much for looking back. Now, let’s look forward.

Our vision defies specification. It is general, nothing more. One part of it is that what educators now regard as new will persist if it benefits students—all students, not just those with disabilities. Another part is that educators will continue to develop better ways to raise America’s children. Yet another is that our country will finally face the realities of poverty and diversity and commit resources—not money alone, but also imagination and courage—to the students and families who are traditionally un- and under-served.

To the degree that this book makes it possible for educators to leave no child and family and teacher behind, fine. But there must be more. We educators must find better ways to educate children. And we must find the common ground and the new words to make it self-evident that we have not done enough for those who are, by one measure or another, “exceptional.”

Only when “un” and “under” are purged from “served” and replaced with “well and rightly” will America’s schools fulfill their promise: full citizenship for all students. That is what Jay sought and eventually received; that is what Nolan can almost take for granted, at least for now; and that is the birthright of all students and the obligation of all educators.

Our Book’s Organization

Chapters 1 through 3 lay the foundation for the rest of our book. They tell a bit about history, quite a lot about the Individuals with Disabilities Education Act (IDEA), the law that Congress passed in 1975 and that it amended in 1997, and a great deal about today’s schools. Most of all, they introduce you to our primary message: All teachers can educate students with disabilities, especially in the general curriculum, by using the principles of universal design, inclusion, collaboration, and multicultural responsiveness. We build on this foundation by describing in Chapters 4 through 16 how to educate students in special education—those

who have disabilities (Chapters 4 through 6 and 8 through 16 are about students who have various kinds of disabilities) and those who have unusual gifts and talents (Chapter 7). When we write about the students with various kinds of exceptionalities, we use a “categorical” approach: Each chapter describes a different “category” or type of student—for example, Chapter 4 describes those with learning disabilities and Chapter 5 describes those with emotional or behavioral disorders.

Chapter Format

Chapters 4 through 16 have the same “flavor” and format. Their similar flavor comes from the four themes that we weave throughout each chapter: universal design, inclusion, collaboration, and multicultural responsiveness. Their similar format comes from the way we present our information. Each chapter follows this order:

- ▼ **Vignettes.** We begin each chapter with a vignette, a short portrait of real students, real families, and real educators—the people in today’s schools. These people represent a wide range

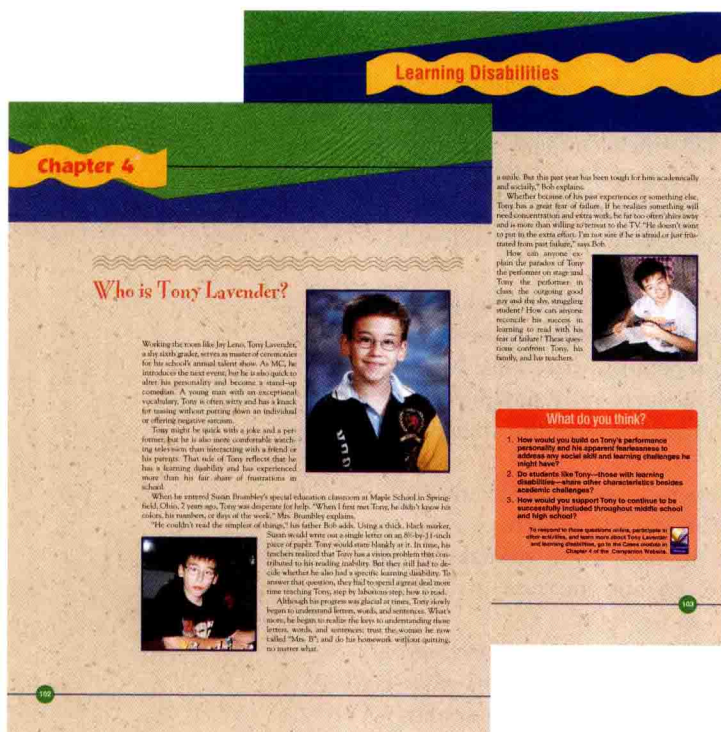
of cultural, ethnic, linguistic, and socioeconomic groups, and they live in a wide variety of geographic locations.

- ▼ **Categorical Information.** Next, we define the exceptionality, describe its characteristics, and identify its causes and prevalence. At the beginning of each chapter, you get a sharp picture of the exceptionality, framed in its most basic dimensions.

- ▼ **Evaluation Procedures.** Now we take you into teachers’ working environments. We explain how and why educators evaluate students (does the student described in the vignette have a disability or is the student unusually gifted?) and then how educators provide special education and related services. The process of evaluation is the same for all students with disabilities, no matter what the student’s “category” is. This is because the Individuals with Disabilities Education Act sets out a standardized process. But the tools—the evaluation instruments—vary by category. We describe one for each category, one state-of-the-art way for determining whether a student is exceptional and, if so, the kind of education that schools should offer. Many of these evaluation tools, however, are suitable for students across various categories, as we often point out.

- ▼ **Assuring Progress in the General Curriculum.** In the second half of each chapter, we address four major issues facing teachers in today’s schools. Veteran users of this textbook will notice changes in this section that make the book more applied, more pragmatic, and more responsive to the realities of the inclusive classroom. First, we write about including students in the general curriculum in the most appropriate manner for the specific “category” being discussed. Second, we describe in practical terms how to plan universally designed learning by augmenting, altering, or adapting curriculum and instruction, and evaluation. Third, we write about collaboration and how it can make an exceptional student’s education truly exceptional. Finally, we discuss how students’ different ethnic, linguistic, and cultural backgrounds affect their education.

- ▼ **Learning from Others Who Teach Students with Exceptionalities.** In the last section of each chapter, we illustrate how “best practice” programs provide inclusive, universally



designed, and collaborative curriculum and instruction, in inclusive settings, at four different age-levels: early intervention and early childhood; elementary; middle and secondary; and transitional and post-secondary.

- ▼ *A Vision for the Future and Chapter Summary.* Having begun each chapter with a vignette describing the student today, we conclude our narrative by looking toward the student's future and imagining it as it can be if educators and schools do as we suggest. We end by summarizing the main points of the chapter.

Special Chapter Features

Real Students, Real Educators, Real Families, Real Issues

This is not a book of fiction. There are no imagined characters here. Every student, every teacher, every parent, every friend is real. To tell their stories serves a powerful didactic purpose: to describe, in their own words and through these snapshots of their lives, how special education benefits each and every one of them. These students, educators, family members, and friends show you what can happen—how exceptional lives can be made all the more exceptional—when you approach them on the basis of principles and state-of-the-art teaching techniques.

- ▼ *Chapter Vignettes* narrate the stories of these students and their families, friends, teachers, and other educators and service providers. We refer to these vignettes throughout each chapter to exemplify our key points and content.
- ▼ *My Voice* is a personal account or reflection about having a disability or talents and about how education affects the person's life; it further connects you to real people and helps you understand the impact you and others can make.
- ▼ *Making a Difference* describes how one person or a group of people has touched the lives of individuals with exceptionalities, often through their careers. These stories are samples of best practices and show how educators can overcome obstacles to appropriate education in the general curriculum.

Box 2-4

Barbara Morgan: Forming the Forever Family

Some parents look forward to the empty nest. Barbara Morgan isn't among them. She's got four biological children: Ernie, 40; Mika, 39; Vicky, 38; and Becky, 35. She also has 15 grandchildren, four of whom are adopted. They all live near each other. To boot, in the past 3 years she's had 35 foster children in her home. She adopted three of them: Charity, 16, who has mild mental retardation; Heather, 10, who also has mild mental retardation; and Star, 7, who has severe mental retardation and is nonverbal. (You met Heather and Star in the opening pages of this chapter and have read about them throughout the chapter.) Consider, too, that Barbara is a single parent, and you get the idea that this remarkable woman has an abiding commitment to family.

Every day, Barbara Morgan brings Heather and Star to Luft Elementary School, parks her car, walks into the school building with them, and makes sure to greet the receptionist and as many of her children's teachers as she can, catching them in the hallways or when she has something she needs them to know, going to their classrooms and participating in problem solving.

Barbara is an alumna of Luft Elementary School. So are her four biological children. Thus, when it came to Heather's and Star's education, Barbara's instinct was toward Luft. The school district, however, placed both daughters in a school where the only students were those with disabilities. The girls' education seemed inadequate to Barbara; they were not making the kind of progress at school that they were making at home.

At home, Barbara had confronted and was solving the major challenges that her new daughters brought from their foster homes. Heather had tantrums when she was unable to have all the second and third helpings of food that she wanted. Barbara's response was to show her that there always would be plenty of food to eat, replacing her portions, teaching her to ask for seconds instead of grabbing for more food, and reassuring her that she can have food when she

does not seem. At Heather's first school, none of those techniques were put into place.

At Luft, the staff agreed to use Barbara's techniques. The result: Heather no longer throws tantrums and screams, politely asks for seconds, and is content to have only first helpings if that is what Barbara has asked the cafeteria staff to provide. A greater result: Heather now is in

lunchtime. Star pre-came to Barbara, hanging a bath, (wrapped at mouth), she ally assault, a shaken ba-smiles, tear being sent with disabil At Luft, (Star's teach class, Donn gnetto), wh sign langu taught Star fam!

When B, who, when forever fam will be there Where elementary Si Barbara, He family."

Box 4-1

Making a Difference

Rachel's Story: A College Graduate

This past Spring, Rachel—like thousands of other college and university students throughout the country—received her bachelor of arts degree from Mitchell College. Challenged by attention and learning issues throughout her life, Rachel succeeded through hard work, by using structured support, and by making the most of the modifications that had been put into place for her. Rachel's story is like that of many of her peers who are challenged with attention, organization, and time management skills because of a learning disability.

Rachel did well in school until the fifth grade. Attending a private school at the time, she began to notice difficulties in completing her schoolwork and staying on task. Her teachers noticed these difficulties as well and suggested that her parents have her tested.

Rachel and her parents discovered from these tests that she had attention deficit hyperactivity disorder as well as learning problems associated with memory and organization. The test results were a relief in that they helped to explain some of the challenges Rachel was having. She explains, "I was surrounded by all these bright friends that weren't having trouble with the assignments and the homework we had. I, on the other hand, was feeling pretty overwhelmed, and extra effort didn't seem to pay off." Finding out she had a disability didn't offer an immediate answer. Rachel's school was not prepared to meet the needs of students with disabilities, so her parents hired a tutor.

Amy became not just Rachel's tutor but also her advocate and friend. She began tutoring Rachel shortly after Rachel had been identified with attention and learning problems. Amy began by helping Rachel set up an organized and complete notebook. "Before Amy, my notes were all over the place, and I couldn't find what I needed half

the time. Amy helped with my studying but really helped empower me through organization." Amy also taught Rachel how to decide what was important to study, how to study, and how to prepare for tests and exams.

In the classroom, Rachel quickly realized her teachers were not prepared to accommodate her attention and learning needs. At times, some of her teachers were opposed to providing any accommodations for her needs. They seemed to say that if Rachel couldn't be successful on her own, that particular school wasn't the right one for her.

Fortunately, her advisor and Amy were able to advocate for her. Even with all of this support, however, Rachel continued to have problems; and by February of her junior year she was at risk of failing. It was then that her parents sent her to a private boarding school, where she repeated her junior year.

Rachel excelled in this small, supportive environment. Under the guidance of an academic advisor who advocated for her needs in the classroom while also working with her to establish these skills for her own independence, Rachel found the support she needed to remain on task and address some of her learning challenges. "I know most people hated the required study hall, but I loved it. We were all required to study, and this was so necessary for me." Rachel also received additional tutoring, which once again focused on empowering her as a learner. "We focused a lot on learning strategies and memory techniques that I could use to learn the material and, more important, remember what I learned."

Rachel's professors also accommodated themselves to Rachel's learning needs. "They all offered me various ways to do my assignments. For instance, instead of papers, I was able to do a number of oral presentations. I got so good at the oral part that I joined debate team and drama club and performed in several plays."

My Voice

Strategies and Tips for Special Education Teachers

The majority of students with disabilities can progress in the general education curriculum if educators will design programs and classrooms for individualized instruction; provide supplementary supports and services; collaborate with families, other professionals, and community agencies; and respond to the multicultural backgrounds of today's students. So, we offer several guides for general and special educators.

- ▼ *Into Practice* describes practical, step-by-step examples of how to use universal design, secure inclusion, practice collaboration, and respond to the multicultural nature of American schools.

Box 4-7

Into Practice

Sentence Writing Strategy

As with all the learning strategies developed by the Center for Research on Learning, students need to learn the *sentence writing strategy* so that they use it automatically. Just as teachers use repetition to teach beginning readers to master basic sound-symbol relationships, so they instruct older students to master task-specific learning strategies through highly structured practice. Practice, practice, and practice again: That is how teachers help students use the sentence writing strategy automatically.

Teachers instruct students in how to use the strategy by preteaching them to measure each student's sentence-writing skills. Then the teachers deliver the strategy in four parts, over and over again.

- **Part 1.** They teach the skills involved in writing simple sentences.
- **Part 2.** They teach the skills involved in writing compound sentences and require their students to integrate those skills with the previously taught skills for writing simple sentences.
- **Part 3.** They teach their students how to write complex sentences and how to integrate those skills with the previously taught skills for writing simple and compound sentences.
- **Part 4.** They teach their students how to write compound-complex sentences and how to integrate those skills with the three previously taught skills.

Students must reach mastery in one part of the four parts before moving to the next. Thus, the instruction is a building process whereby students are required to integrate new skills with previously learned skills.

This four-part instruction can be adapted to a variety of needs. For example, a student can receive instruction in all four parts in a large block of time (e.g., 30 minutes per day for 9 or 10 weeks). Alternatively, teachers can provide instruction in a single part and then shift to other strategies as students master that single part.

At some later time the student may return to instruction in the sentence writing strategy to learn additional sentence types. For example, some teachers at Chase Middle School prefer to teach Parts 1 and 2 in the seventh grade, Part 3 in the eighth grade, and Part 4 in the ninth grade.

The strategy will not work unless the teachers use the four parts in sequence. Although students can write simple sentences, they must go through the simple sentence instruction because it provides them with vocabulary and a knowledge base upon which subsequent parts build. The foundation provided in the simple sentence instruction is critical for success in the other parts, and each subsequent part logically builds on previous instruction.

Putting These Strategies to Work for Progress in the General Curriculum

1. How might one of Tony's content-oriented teachers integrate this strategy into his or her classroom?
2. What are the challenges of integrating this strategy?
3. How can collaboration between the special and general education teacher assist this implementation? How could Bob or Chris help at home?

To answer these questions online and learn more about these strategies, go to the *Into Practice* module in Chapter 4 of the Companion Website.

- ▼ *Inclusion Tips* provide helpful advice and strategies for including students in the general curriculum. We address student behaviors, social interactions, educational performance and classroom attitudes in relation to what teachers may see in the classroom, what they may be tempted to do, other responses, and best practices for including the student's peers in the process.

Box 5-3

Inclusion Tips

	What You Might See	What You Might Be Tempted to Do	Alternate Responses	Ways to Include Peers in the Process
Behavior	The student refuses to follow directions and uses inappropriate language.	Respond in anger and send him out of the classroom. Place him in "time-out" for extended periods of time.	Building on his strengths and interests, try an approach based on catching him being good. Also try contingency contracting.	Use peer mediation as well as group contingencies.
Social interactions	He fights with other students and is always on the defensive.	Separate him from other students to prevent fights.	Give him time to calm down. Then teach appropriate social skills using modeling, videos, and social skills programs.	Pair him with different students who can model and help him practice social skills and responses.
Educational performance	He is rarely on task and appears to have an inability to learn.	Give poor grades and require him to remain until all work is done.	Develop a curriculum based on student interests and a motivational reward system for completed tasks.	Use peer tutoring and also find a buddy willing to be a friend and helpful tutor.
Classroom attitudes	He is depressed or sad all the time and does not speak or interact with others.	Discipline him for nonparticipation, and instruct him to cheer up.	Recognize the warning signs. Refer him for help. Collaborate with the school counselor.	Have different students daily write something good about him, and then verbally present it to him.

- ▼ *Technology Tips* highlight a technology teachers can use in the classroom (or one that supports classroom instruction) to help meet the educational needs of students with disabilities. The technology featured can be anything from a software program to an assistive or adaptive technology, or even specific educational websites.

Technology Tips

Box 3-4

Access to Culturally and Linguistically Appropriate Early Childhood Services

When you first visit the website for Culturally and Linguistically Appropriate Services (CLAS) (<http://clas.uiuc.edu>), you are greeted by a hand that signs the letters for "Welcome" and by the word spelled in English, Spanish, and 14 other languages. Get the message, the welcome page implies: We are serious about diversity.

You learn just how serious when you turn to the page that introduces CLAS. There you find a two-column page. One the left side, the words are in English. On the right, they are in Spanish. You also find, on that same page, a mission statement that declares, among other things, "Beliefs and attitudes about culture and language shape outcomes; positive beliefs contribute to inclusiveness; negative beliefs undermine it." And you read CLAS's pledge that its materials will "reflect the intersection of culture and language, disabilities, and child development" and that it will present you with a "range of strategies or approaches" from which you can make an informed selection of practices and materials.

Just what are those practices and materials, and how are they selected? They include "a catalog of validated, culturally and linguistically appropriate materials, and of documented effective strategies, for early intervention and preschool services." These materials and practices have been reviewed by experts in early childhood education, early intervention and special education, and multicultural education. So already you can be confident that you are getting the state-of-the-art materials and practices from the most qualified people in these fields.

CLAS is quick to point out that you should avoid stereotyping families from diverse backgrounds. It is one thing for educators to generalize about a group of people in terms of their beliefs, values, and actions; but educators should expect that members of that group also are shaped by gender, roles, income, and education, among other factors.

CLAS also tells you that a practice that works for one group may work for another, or may not. Just as you should not stereotype one person from a particular group, so you should not stereotype a practice.

Finally, CLAS tells you that when educators and parents have conflicts about what the family or child needs, you should "work very hard at understanding and respecting their different perspectives."

The catalog is useful for practitioners, college and university instructors, and, of course, families. And it is especially useful for college and university students such as yourself. Where else can you so quickly and easily find an authoritative set of materials and practices?

For more information on CLAS, we refer you to the following article: Corso, R. M., Santos, R. M., & Roof, V. (2002). Honoring diversity in early childhood education materials. *Teaching Exceptional Children*, 34(3), 30-36.

- ▼ *Collaboration Tips* describe how collaborative partnerships, processes, and strategies can help in achieving an appropriate education in inclusive settings.

Collaboration Tips

Box 3-3

Involving Community Agencies

The three students whom we feature in this chapter—Ronda, Donald, and Luisa—represent different multicultural characteristics and different challenges to collaboration. Let's just consider two of them, starting with Ronda.

Ronda's mother, Debra, is a single parent; Ronda's two older siblings live away from home. Debra works full time at Tulane University Law School and is a well-educated, articulate, and intelligent person whose expectations and ambitions for her children, especially for Ronda, are high: advanced university degrees for all three, especially for Ronda, with a dissertation on systemic reforms in special education ("The data will include all the papers and reports about her that I am saving for her," says Debra). Yet for Debra to attend all of the many meetings that the school has called has required her to miss 17 hours of work in the most recent school year, when Ronda began to benefit from school. And when the school called Debra before this year to "come get Ronda; she's uncontrollable," Debra had to respond or risk having Ronda placed into the custody of the school safety officer and the juvenile justice system.

Now let's consider Luisa. There are two fundamental challenges to collaboration, both arising from her diversity characteristics of being Latino and non-English speaking and her parents' undocumented status. How can the school communicate with her and her family (except, improperly, through her brother) when the school system as a whole does not hire Spanish-English speakers? And how can the school collaborate with her parents when it is an ally of the Immigration and Naturalization Service in identifying and reporting undocumented immigrants and therefore is properly regarded as hostile territory by her parents?

The answers come from restructuring the school system:

- *Flex time for educators and parents to meet.* Give the teachers some release time so they can meet parents after the usual hours of work—say, in the early evenings
- *Flex place for the meetings.* One option might be Catholic Charities, where Carolyn and Graziella work.
- *Employment of Spanish-English speakers.* As full-time or part-time staff or consultants, they will be trusted by the immigrant members of the community, as Graziella is.
- *Commitment to making a difference in students' lives.* Schools should seek out resources outside of the school system that can benefit students, such as Pyramid Parent Training Center and the many universities in New Orleans that operate teacher-training programs.

Restructuring the curriculum through universal design for learning makes progress in the general curriculum possible; so, too, restructuring the administrative systems makes collaboration possible, especially with families whose diversity consists of more than a student's exceptionality.

Putting These Tips to Work for Progress in the General Curriculum

1. What are the challenges?
2. What can the team do?
3. What are the results?

To answer these questions online and learn more about these ideas and concepts, go to the Collaboration Tips module in Chapter 3 of the Companion Website.

Including All Students

We provide educators with information and strategies for making curriculum, instruction, and assessment available to all students, regardless of their ability, behavioral differences, learning style, and cultural differences.

- ▼ *Planning Universally Designed Learning* tells how teachers can augment, alter, or adapt curriculum, instruction, and evaluation to assure all students' progress in the general curriculum.

- ▼ *Multicultural Considerations* prepares teachers to consider students' diverse backgrounds (their language, gender, ethnicity, race, socioeconomic status, geography, and exceptionality/ability) when planning curriculum, instruction, and evaluation and when collaborating with families and other service providers.

Box 7-2

Multicultural Considerations

The P-BLISS Program

Nationally, economically, and socially disadvantaged students and those from diverse backgrounds are under-represented in gifted education programs, so it is not surprising that educators are scrambling to seek ways to identify more gifted minority students. However, more than a decade ago, less than 2 percent of research in gifted education even considered gifted minority learners. Then in 1993 the U.S. Department of Education stated that "schools must eliminate barriers to the participation of economically disadvantaged and minority students in services for students with outstanding talents . . . and must develop strategies to serve students from under-represented groups" (p. 28).

For gifted disadvantaged students, developing and using problem-solving skills are critical for engaging the learner and thus enhancing his or her understanding. A version of problem-based learning (PBL) called problem-based learning in the social sciences (P-BLISS) has found success. Gallagher and his colleagues have discovered that one of the best ways to find hidden disadvantaged gifted students is to present them with a curriculum that first captures their interest and then challenges them to show their true potential.

In each of the P-BLISS units, students find themselves transported in time, place, and role and are quickly immersed in the middle of a problem. The units take advantage of the element of surprise inherent in an ill-structured problem. Inside each unit or instruction is a group of tools designed to engage the students in complex, meaningful reasoning. Teachers have plenty of opportunity to observe students exhibiting their talents as they sort through the issues to get at the heart of a problem. Among the tools included in each unit are critical reasoning, conceptual thinking, discussion of ethics, and authentic assessment. What sets P-BLISS apart from other PBL curricula is that the instructional materials can be used effectively to find and serve disadvantaged gifted students. Thus, the meaningful topics, substantive content, challenging activities, and opportunities for self-direction often give gifted learners a first step toward further curricular modifications to meet their specific needs.

Taking Diversity into Account for Progress in the General Curriculum:

1. How do culturally sensitive programs such as P-BLISS influence the identification and subsequent education of gifted students?
2. How could you use the principles of P-BLISS in your own classroom to enhance the learning experiences of all students?
3. Explain the importance of presenting a curriculum that not only captures students' interest but also challenges their potential.

To answer these questions online, go to the Multicultural Considerations module in Chapter 7 of the Companion Website.

Supplements

Inclusive Classrooms: Video Cases on CD-ROM

Following examples of good teaching is one means of becoming an effective teacher. Simply reading and researching is not generally enough. But, witnessing meaningful teaching firsthand, observing best practice, and reflecting on the actions, decisions, and artistry behind good teaching can bring you farther along on your journey toward becoming a better teacher yourself. The CD-ROM and activity guide accompanying this text allow you to observe, reflect on, and learn from master teachers in their classrooms.

Purpose of the CD

This CD provides immediate access to living classroom examples of teaching and learning strategies for inclusion. These examples are video clips, grouped by topic and classroom, which give the pre-service teacher a good picture of what inclusion looks like in preschool, elementary school, and a secondary school classroom and a middle school collaboration/team meeting.

Each of the four cases contains 9 video clips that show expert teachers engaging all of their students—including those with learning disabilities, attention deficit disorders, and mild/moderate disabilities—in the classroom community and in learning. In addition, we have comments from the master teachers and experts in the field who have observed the classrooms, the most current and up-to-date research and literature on the topic, and reflections from students in the classroom (when appropriate).

To learn more about the functionality of the CD and how to build your own custom video case studies using the video clips on the CD, please see the guide that accompanies this text.

Companion Website. The companion website, located at <http://www.prenhall.com/turnbull>, is a valuable resource for both the professor and the student.

- ▼ *For the Professor—"Faculty Resources":* The Faculty Resources section is a passcode-protected area of the companion website for professors only. Each chapter contains annotated topical *Lectures* and *PowerPoint Slides* that a professor can download and customize. In addition, the online version of the *Instructor's Manual* is available; so are *Presentation*

Outlines for each chapter. The *CW Activities—Instructor’s Key* provides instructional guidance for incorporating the Companion Website activities for students into teaching, and the Standards Connection Matrix ties chapter topics and related projects and artifacts to the CEC Professional Standards and the PRAXIS™ Standards. The companion website also features a *Syllabus Builder* that enables instructors to create and customize syllabi online. To obtain a passcode to enter the Faculty Resources, a professor should contact the local Prentice Hall sales representative or call faculty services at 1-800-526-0485.

- ▼ *For the Student:* The companion website helps you—the student—gauge your understanding of chapter content through the use of overviews, supplementary chapter information, artifacts, and activities relating to the cases/vignettes discussed in the chapter, and interactive self-assessments. It also provides web links mentioned in the text, a variety of other online resources (such as IEP forms and collaboration charts, an electronic glossary, children’s literature and video resource lists, and streaming video), and web-based Project Opportunities and Video for reflection and problem solving. Finally, through the Standards Connection Matrix, you can see the connections from chapter topics and related projects or artifacts to the CEC Professional Standards and the PRAXIS™ Standards.

ABC News Video Library—Exceptional Lives, Exceptional Issues. These are video segments from recent ABC News programs. Each segment highlights people living exceptional lives and the issues they face; each segment is sure to spark lively and reflective class discussions. You will find an annotated list of the videos in the Instructor’s Manual. The list will help you connect chapter content to specific video segments.

Instructor’s Manual. The Instructor’s Manual includes brief chapter overviews and outlines, instructional goals, and pre/post instructional questions for students. In addition, activities and materials to support instruction include Internet-based activities and discussion starters to use in class. A case study in-class activity and case study analysis expand upon the cases/vignettes in each chapter and offer suggestions to enhance a student’s understanding of chapter content. Each chapter also has a presentation outline that ties all of the ancillary components together in a cohesive package. To allow for more flexibility in instruction and provide opportunities for authentic learning and assessment, the Instructor’s Manual also lists ideas for artifact or project opportunities for students, and relevant books and videos. At the end of each chapter, the Standards Connection Matrix aligns the CEC Professional Standards and PRAXIS Standards to chapter topics and related projects or artifacts. A comprehensive matrix aligning the CEC Professional Standards, PRAXIS™ Standards, and INTASC Principles is available in the appendix.

PowerPoint Slides/Transparency Masters. These visual aids display, summarize, and help explain core information presented in each chapter. You can download them from our companion website and use the downloads as PowerPoint slide presentations or print them onto acetates and use them as transparencies for overhead projectors.

Test Bank. Students learn better when they are held accountable for what they have learned. That is why we have developed a bank of over 50 test questions per chapter in a variety of formats (including true-false, multiple choice, short answer, and essay) that match the issues, questions, and projects we set out in each chapter. The test bank is available in hard copy and electronic formats.

Student Study Guide. A Student Study Guide helps students understand, analyze, and evaluate the chapter concepts and prepare for in-class lectures and presentations. Each chapter in the Student Study Guide includes the chapter overview; guiding questions of the chapter; key terms; and case reflections with a collaboration connection, diversity link, focus on inclusion, and universal design application. Project opportunities encourage authentic, concrete learning experiences and spot checks help students measure their comprehension of chapter content. Resources available on the Companion Website are in the Student Study Guide, and the Standards Connection Matrix aligns the CEC Professional Standards and PRAXIS™ Standards to chapter topics and related

projects or artifacts. A comprehensive matrix aligning the CEC Professional Standards, PRAXIS™ Standards, and INTASC Principles is available in the appendix of the textbook.

Acknowledgments

This book is the product of collaboration. That's true in several senses. First, our book focuses on collaboration in schools and models that very trait. Second, it is collaborative in the sense that people with disabilities, their families, and many professionals opened their lives to us, allowing us to bring them to the center stage of each chapter, where, as actors in a play, they inspire, inform, and personalize our concepts, lessons, and approaches. We wish to thank those people who inspired and encouraged our writing. Third, our book is the product of a collaboration of professionals serving various roles—as authors, editors, and producers.

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Sean Smith is an author and the father of the young boy—Nolan—featured in the vignette in Chapter 1. He is also the creator and co-producer of our book's Companion Website. You will be able to follow Nolan, his sister Bridget, his brother JJ, and his mother Kris for many years to come; this book will chronicle his life in general and special education, now and in the future. To young Nolan, may all of the knowledge and wisdom that all of us have be given.

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Behind every writing team are the editorial and production staffers who ensure that authors' references and grammar are accurate, their spelling correct, their permissions secured, and their manuscripts ready to go into production. First and foremost, Lois Weldon never once flinched as we piled manuscript upon manuscript onto her already loaded-down desk. In addition to her technical expertise in preparing the manuscript and its various illustrations and figures, Lois always did whatever was necessary to help us meet deadlines and to accomplish what seemed like insurmountable tasks. Lois is our reliable ally in every way, and we express our heartfelt appreciation to her. Amber Olson assisted us in organizing references and provided much needed and appreciated backup for Lois. With their superb senses of humor, indomitable strength and stamina, and never failing tolerance of authors' multiple, frequently repetitive, and overlapping demands, Lois and Amber aided in the preparation of seemingly endless drafts of chapters, kept our work product and even our offices and lives organized, and helped design illustrative features that appear throughout.

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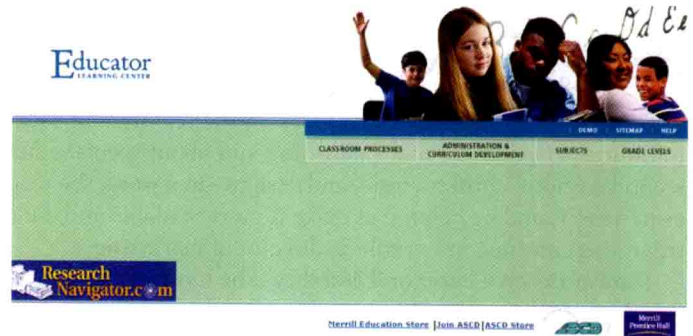
Our colleagues at other universities have contributed mightily. Jane Wegner and Evette Edmiston at the speech-language clinic at The University of Kansas wrote Chapter 14 on communications disorders. Barbara Schirmer at Miami University in Oxford, Ohio, wrote Chapter 15 on hearing impairments, and Sandy Lewis at Florida State University wrote Chapter 16 on visual impairments. To each and every one of them: the simple phrase, “we are greatly indebted,” seems hardly enough, but we hope it suffices; your knowledge is powerful, your ability to convey it is remarkable, and your ability to model one of this book’s features, namely, the power of collaboration, is exemplary.

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